

RECREATION MANAGEMENT: AN OPPORTUNITY

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PREFACE

In January 1975, Associate Dean L. J. Boyle asked if I would be interested in investigating the feasibility of a program in recreation at Concordia. Knowing little about recreation I nevertheless accepted the challenge. The work was at times tedious, but mostly interesting and invigorating. More importantly, the work was a valuable learning experience.

I am grateful to the faculty, staff and students of the universities visited: Drs. G. Reetz, Bill Kaven and Malcolm Noden of Cornell; Drs. Charles Griffith and Bill Theobald of Waterloo; Mrs. C. Ranallo and Professor Trznadel of Johnsons and Wales College, and many others who shared their time, experience, comments and resource material with me. I am particularly grateful to Associate Dean Boyle and Professor J.P. Brunet of Concordia for their patience and their invaluable advice in helping develop this paper and its proposals.

I. INTRODUCTION

A few years ago, the Faculty of Commerce and Administration recognized the need to develop new programs of study dealing with specialized areas of management. One of these, Institutional and Recreational Administration, was studied and it was from this work that, in 1973, the University decided to proceed with the Diploma in Institutional Administration. After the Diploma program was established and running, Dean Berczi asked Dean Boyle to investigate the feasibility of a program in Recreational Administration.

Why Recreation Management? Because recreation to-day is big business. Shorter working hours, larger incomes, and a need to "get away", have all contributed to making the selling of recreation facilities, from lavish clubs to bicycle rental stands in Old Montreal, a burgeoning enterprise; and as the stakes get higher, the need for competent management, cognizant of the special aspects of recreation, becomes acute. The few consultants and accountants who specialize in the recreation and hospitality industries reveal evidence of a lack of management expertise in recreation and that there exists an opportunity for universities to help remedy the situation.

With this impetus, the writer set out to survey the market and the available resources.

The first task was to define terms of reference. What is recreation and what activities does it encompass? Webster defines recreation as the "refreshment of strength and spirits after toil".¹ Neil H. Cheek, Jr., a sociologist, defines leisure as "not work".² An informal poll produced the following list of recreation media:-

<u>Non-Participative</u>	<u>Participative</u>
Television	Social Activities
Radio	Travel and Tourism
Books and Magazines	Athletics and Sports
Sports Events	Hobbies
Plays	Amusement Parks
Concerts	Clubs
Museums	Motor Sports
	Camping
	Music

The result was to adopt the definition "non-vocational activities"; and to remain within the parameters of the study of indoor and outdoor recreation enterprises offering services and facilities directly to the public.

II. METHODOLOGY

The writer first compiled a list of recreation-oriented programs currently available at educational institutions in North America. This work produced a list of over 200 schools, junior colleges, and universities offering study in a variety of recreation and recreation-related fields. The list was edited to 34 and summaries of the programs were prepared from calendar information.³ After grouping similar programs, six approaches to recreation were defined:-

- 1) Physical Education
 - sports, athletics, teachers' courses.
- 2) Recreation/Recreology
 - sociological studies of recreation
 - community recreation programs and facilities.
- 3) Parks Management
 - ecological studies
 - wild life and national park administration.

- 4) Travel and Tourism
- 5) Hotel-Motel Management
- 6) Administration of Recreation Facilities

Fortunately, four institutions - Cornell University, the University of Waterloo, McGill University and Johnson and Wales College - offer degrees or diplomas in all six categories, and interviews with their faculty and students were arranged. The writer sought to define a market profile and to better understand the objectives, content and problems of the respondents' programs. The respondents were also asked to comment on the viability of a recreation program in a commerce faculty and were encouraged to present their ideas and suggestions. These interviews were invaluable in forming a perspective of the market and recreation management studies.

III. MARKET ANALYSIS

The first stage in the analysis was to define in broad terms a program we could offer that would not duplicate existing programs, both within and outside Concordia, and that would also appeal to a group large enough to support it. Furthermore, the program would also have to be within our competencies. The only category that meets these criteria is the Management of Recreation facilities.

What then is the market for such a program? In general, there are two groups of potential students in recreation management studies:-

- 1) those presently employed in the recreation industry;
- 2) those who are interested in recreation.

This simple dichotomy lends itself to a better understanding of the problems of preparing a program with broad appeal, yet meeting the requirements of both groups.

The first group is the smaller numerically, yet has the greater immediate need for our proposed program. However, persons presently employed may not perceive a university program as necessary. While many of the people interviewed by the writer agreed that the need for education existed, they were also skeptical of how we could attract this group. Nevertheless most agreed that aggressive publicity could, in part at least, overcome this problem. A second factor is the level of education. Our investigation to date suggests that only a few hold bachelor's degrees, and many may not have completed high school.

The second group identified, those interested in recreation, can be subdivided by educational background into three: high school and junior college students; undergraduate students and degree holders. Our findings to date suggest that these students, particularly the non-university graduates, form the largest potential market. Waterloo University does not actively promote its recreation degree program, yet they receive more than ten applications for each acceptance. Dr. Griffiths of Waterloo indicated that most of the applicants were good potential students, and that only limited resources forced the department to be so selective. Dr. Bill Kaven of Cornell related a similar situation there, and while Cornell's program is naturally different from what we propose, there is a strong indication that students are interested in pursuing vocationally-oriented programs at the university level. There appears to be considerably less demand for such a program from university graduates. The general consensus among those interviewed, both faculty and students, indicated skepticism of the viability of a graduate program, and McGill's limited success with their Diploma in Travel/Tourism lends supportive evidence.

Waterloo's research into their Master's program in recreation suggests that students at this level are primarily interested in the development of recreation rather than management.

The upshot of the analysis is that the potential market consists of a heterogeneous group including those presently in recreation-oriented businesses ("mature" students) and also CEGEP graduates. The program should be flexible, comprehensive and accessible to working people.

IV. PROGRAM ALTERNATIVES

The writer considered four levels at which to offer a program: a certificate program of 30 credits; an undergraduate major program similar in nature to the Business Administration major; a graduate diploma program of 30 credits; or an MBA option.

Graduate study was eliminated on the conclusion that a sufficiently large market to support such a program does not exist, and also because we would in effect be competing with McGill's Diploma in Tourism. Another important factor in the decision was the acute lack of graduate studies and resource material available to our faculty, and the high cost of recruiting and engaging persons with the necessary experience and background.

Dr. Theobald of Waterloo emphasized these obstacles as being their greatest problem in establishing their graduate program.

A non-credit Certificate program was considered, and then rejected, not because it would be ineffective but because the University can offer the courses at a more advanced level at the undergraduate level, and serve both our undergraduates and others in one program, while at the same time allowing persons interested in recreation studies to earn credits. This approach will encourage part-time students to continue and earn their degrees.

The writer recommends that, at this time, the University introduce a Certificate Program in Recreation Management and a Major in Recreation Management through the Faculty of Commerce and Administration. Graduate study should be reexamined once the undergraduate program has proved successful.

V. PROGRAM OUTLINE

Major in Recreation Management

The major in recreation management is oriented towards persons interested in working in the recreation industry and is designed to provide a thorough background in all aspects of management theory and practice. The program includes the basic core of management studies, including Accounting, Finance, Economics, Marketing, Management and Quantitative Methods, seven required courses in management and recreation, four recreation electives, and seven free electives. Students are also required to work for one semester (summer work) in a recreation setting.

Certificate Program in Recreation Management

The certificate program is a part-time program for persons employed in the recreation industry. However, others may also take the course with special approval from the Director of Recreation Management. Students enrol as part-time students yet receive university credit for all courses successfully completed. The program includes nine core courses in Accounting, Finance, Management and Marketing, and six recreation-related courses. Students successfully completing the program are awarded a Certificate in Management (Recreation) by the university.

Core Courses

* Accounting 213/214	Financial Accounting
Economics 300	Introductory Economics (6 credits)
* Management 313/315	Human Behaviour I and II
* Marketing 213	The Marketing Process
* Marketing 350	Marketing Management
* Finance 215	Introduction to Finance
* Finance 314	Financial Management
Q. Methods 243/244	Introductory Business Statistics

Recreation Courses

* Accounting 218	Managerial Accounting for the Recreation Industry.
* Accounting	Financial and Tax Aspects of Leisure Time Industries.
* Marketing 463	Retail Management
* Management 462	Personnel Management
* Management 475	Business Law
* Management	The Seasonal Employee
* Bio Phys.Ed 341	Recreation and Leisure in Contemporary Society

Recreation Electives

Management	Management Policy in Recreation
Management	Club Management
Management	Resort and Condominium Management
Management 499	Real Estate
CE-1207	Special Topics in Recreation Management
CE-1305	Food and Beverage Control
CE-1201	Physical Plant Management
Bio Phys.Ed. 441	Hospitality Management
	Principles and Practices of Recreation Services.

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* Required courses in the Certificate Program

Course Descriptions:

Financial and Tax Aspects of Leisure Time Services

The object of this course is to impress upon the student the necessity of proper financial control to effective management. The course examines general accounting controls and cost analysis, basic tax principles and rules, and relates these to the recreation industry.

pre-requisite: Acc 217

The Seasonal Employee

The object of this course is to provide an understanding of the special problems in managing part time and seasonal employees. The course will cover recruiting, training, compensation and supervision as they relate to seasonal help.

pre-requisite: Man 313/315

Management Policy in Recreation

This course is designed to help ~~equip~~ students to analyze the full scope of business and extra-business activity in order to reach sound objectives, both tactical and strategic, for the enterprise. The student will examine various situations

through case study, consider alternative possibilities, and, from an evaluation of their consequences, suggest a definitive course of action.

pre-requisite: Approval of the Director of Recreation Management and the instructor.

Club Management

This course covers different aspects of all types of clubs, from the small city club to large multiple activity organizations. Different club structures are examined from a managerial viewpoint, including non-profit, private and public organizations.

Resort and Condominium Management

This course examines various elements in resort and condominium settings, including the economics of each segment of resort operations, the provision of these facilities and promotion. The course also considers legal and insurance aspects of resorts and condominiums, and the administration of condominium rentals.

Introduction to Real Estate

This is a practical course in real estate and examines both geographic and financial problems in choosing and acquiring sites and properties for immediate use or future development.

The proposed program offers interesting and useful study in recreation not only for our target market but also other commerce students. Through the judicious use of existing courses and the introduction of only six new courses, the University can provide a quality program that is unique and does not compete with other schools and universities. There is no need to establish a new department, as all the new courses relate to the present departments. The program incorporates courses outside the faculty, particularly in Continuing Education, primarily to reduce the duplication of facilities, but also to expose students to persons interested in other recreation related studies.

The curriculum is designed to provide a comprehensive program in all aspects of management. Two courses incorporated into the program, Accounting 218 and Management 462, can be

adapted to advantage for recreation students by including cases and topics relating to recreation situations. Retail Management is included because many recreation facilities have retail outlets such as pro shops, while two personnel related courses, Management 462 and the Seasonal Employee, reflect the different problems of managing regular and casual staff. Recreation and Leisure in Contemporary Society is offered as a survey course in recreation. The other courses offer the student a variety of specialty courses, each covering unique management problems and techniques.

The Certificate Program is designed to encourage working persons to enroll in a shorter program and receive recognition for their work. The certificate does not require students to study statistics or economics, nor should it require a CEGEP diploma for entrance. Many part time students, particularly older students, may not register if they feel there are seemingly insurmountable obstacles to obtaining a certificate. Of course, certificate holders desiring to continue towards their bachelor's would have to meet the normal requirements.

The thrust of the proposal is to offer high calibre programs designed to provide job oriented study to as many

qualified students as possible. A promising market exists and Concordia University can meet the demand.

VI. IMPLEMENTATION

If approved in principle this spring, the program can be implemented in September 1976. The major work in preparing the program consists of engaging lecturers, developing the new courses, and locating and acquiring resource material.

Because the program is somewhat experimental and also because professors in recreation are very scarce and expensive, the writer suggests that we survey our faculty to determine what courses can be effectively staffed from within, and that leading businessmen in the industry be invited to teach. An alternate approach is to invite professors from other universities to teach for a year and also work with our faculty to develop the specific knowledge and competencies required. A third, more expensive alternative is to send interested faculty members to other universities as special visiting professors.

The persons selected to teach the program should have a large input into developing the content of the new

courses. The writer also suggests that professors in recreation at other institutions be invited to consult and help develop the program. The University of Waterloo used this approach and are enthusiastic with the results of outside consultation.

In regard to developing resource material, the writer has compiled a short bibliography of texts, books, journals and resources. It is worth emphasizing that very little material is available in recreation management per se. This problem, although not critical, will be difficult to overcome. At the same time though, it offers a challenge and an opportunity for research and publication.

The writer further suggests that in order to accomodate both students and lecturers, the recreation courses be offered in the evening only for the first year.

VII SUMMARY

Concordia University and the Faculty of Commerce and Administration have an opportunity to meet the needs of an important, rapidly expanding segment of business. The two Recreation Management options proposed will provide an effective vehicle for servicing both undergraduate and part time students at modest cost by utilizing existing courses and services as much as possible. The writer strongly recommends that the University implement the Major in Recreation Management and the Certificate in Management (Recreation).

APPENDIX AINTERVIEW GUIDE

The writer developed the interview guide more as a reminder than a rigid interview format. It is reproduced to give the reader an idea of the topics discussed.

Market: Student profile

Number of applications

Results of promotion and types of media used

Program: Objectives

Content

Emphasis

Who determines policy?

Student input

Strengths and weaknesses

Relationship to other programs

Courses: Objectives

Depth

Teaching methods

Resource materials

Assignments and cases

Students: Participation

Organizations

Employment opportunities

APPENDIX BRECREATION PROGRAMS AT OTHER UNIVERSITIES

The appendix lists, in alphabetical order, some of the programs offered at other universities. The list includes mostly those programs of particular interest and relevance in regard to recreation management, although some other interesting programs are included.

Each page lists the university, the department involved, the degrees offered, a short description of the program, and a few courses relating to management.

Concordia University

Department: Continuing Education, S.G.W. Campus

Program: Certificate of Hospitality Management

This non credit certificate program started in 1973 with an enrollment of 90 students, nine of whom have degrees. The certificate is awarded upon the completion of ten courses, made up of seven core courses and three electives from the six available.

Courses:

- Core- Hospitality Industry Administrative Practices
- Principles of Accounting
- Organizational Behaviour
- Personnel Administrative Practices
- Management Practices
- Marketing in the Hospitality Industry
- Introduction to Food And Beverage Management

Electives-

- Hotel Rooms Department Administration and Sales
- Advanced Food and Beverage Management
- Hospitality Industry Accounting Practices
- Institutional and Commissary Food Service Management
- Physical Plant Management
- Food and Beverage Facilities Interior Design

Concordia University

Department: Bio-Physical Education (Loyola Campus)

Program: B.A., Recreation and Leisure Studies

The Loyola program is oriented towards recreation,
sport and bio-physical studies.

Courses: BIO-PE 341 Recreation and Leisure in Contemporary Society
BIO-PE 441 Principles and Practices of Recreational Services
BIO-PE 526 Organization and Administration of
Recreation Programs and Facilities*

* This course would not be allowed for credit by Recreation
Management students.

Cornell University

Department: School of Hotel Administration

Programs: non credit summer session courses

B.Sc. in Hotel Administration

Master of Professional Studies

Ph.D. (pre-requisite: M.P.S. from Cornell)

Cornell University's School of Hotel Administration is generally considered the best school of its kind. Students major in Food and Beverage Management, Financial Management, Club Management, Resort and Condominium Management or Hotel-Motel Planning and Design. The School's objectives are to provide students with a desirable background to become leaders in the hospitality industry and to help shape industry development around the world.

Courses: Club Management

Resort and Condominium Management

Club Management Seminar

Hotel Management Seminar

Development of Training Programs

Hotel Computing Applications

Hospitality Accounting

Managerial Accounting in the Hospitality Industry

Financial and Tax Aspects of the Leisure Time Industries

Real Estate Law

General Survey of Real Estate

Dawson College

Program: Community Recreational Leadership

The program is oriented towards community recreation rather than administration. It does include one three part course in Administration and Organization of Recreation. College de Vieux Montreal offers the same program for the French sector.

Johnson and Wales College, Providence, Rhode Island

Departments: Travel-Tourism Management
Hotel-Restaurant Management
Division of Culinary Arts

Programs: Associate in Science (60 credits)
B.Sc.

Johnson and Wales College evolved from a business college offering mainly office and secretarial courses, to a small university serving high risk students. The programs are highly job oriented and tend to the practical aspects of the subject, and in this way meet the school's objective of providing working skills and knowledge.

Courses: Introduction to Retailing
Principles of Insurance
Principles of Real Estate
Hotel Management Operational Concepts
Hotel Facilities, Equipment and Promotional Techniques
Hotel Personnel Organization, Sales and Payroll
Hotel Restaurant Food Processing and Marketing
Principles of Tourism (Domestic and International)
Travel Agency Management

McGill University

Department: Centre for Continuing Education

Program: Diploma in Management - Tourism

This is a new program, established only last September. Students first take MBA evening courses in Accounting, Finance, Marketing and Managerial Economics, then three core courses listed below and three electives from the four offered. The program is designed for persons in the industry as well as those interested in travel-tourism as a career.

Courses: Core- Geography of Tourism

Sociology of Tourism

Management Applications in Tourism

Electives- Hotel-Motel and Restaurant Management

Recreations

Resort Area Development

Travel Agency Management

Michigan State University

Unfortunately, the calendar is not available in the library and a requested copy has not yet arrived. The course guide's listing of courses suggests this program is interesting. The College Blue Book indicates both Bachelor and Master degrees are offered.

Courses: Leisure and Recreation Resources
Park and Recreation Administration
Park and Recreation Policy
Recreation Research Methods

Universite de Quebec a Trois Rivieres

Program: B.Sp. Recreologie

The B. Sp. is dedicated to recreation and is sociologically oriented. The curriculum includes CEGEP management courses.

Courses: Methods Operationnelle de la Recreation
Leadership en Recreation

University of Waterloo

Department: Recreation, Faculty of Human Kinetics and Leisure Studies

Programs: Bachelor of Arts, Honors Recreation

Major - Leisure Studies

Therapeutic Recreation

Recreation Administration

Outdoor Recreation

A Recreation/Business option is also offered jointly
with Wilfred Laurier University.

Waterloo offers an excellent program for students interested in the study of recreation, recreation facilities and the development of programs at the provincial and municipal levels. The department offers 37 courses ranging from Therapeutic Recreation to Park Management. Although the curriculum includes some management courses, the emphasis is on professional orientation for persons in the leisure industry.

Courses: Organization and Administration of Recreation Services

Sociology of Leisure

Principles of Recreation Planning

Western Illinois University

Department: Recreation and Park Administration
College of Health, Physical Education and Recreation

Programs: B.Sc.
M.Sc.

This program is more oriented to parks and recreation
than management.

Courses: Leadership in Recreation and Parks
Operation of Specialized Park and Recreation Facilities
Administration of Parks and Recreation

West Virginia University

Department: Agriculture and Forestry

Program: B.Sc. Wildlife Resources

Recreation and Parks Management

The Recreation and Parks Management curriculum offers concentrations in Recreation Administration, Interpretation, and Program Leadership. The Wildlife Resources program is oriented towards ecological studies. All the programs are science oriented, but Recreation Administration requires basic courses in all aspects of management.

Courses: Administration of Urban and Regional Recreation Services
Recreation Leadership
Program Planning
Philosophy of Recreation

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